Sylvester, Ruth (2011) Teacher as Bully: Knowingly and Unintentionally

Harming Students. *The Delta Kappa Gamma Bulletin v. 77 no. 2.* Retrieved from: <http://www.readperiodicals.com/201101/2257395101.html#b>

This article addresses the different ways the teacher can be the bully either unintentionally, through sarcasm, name calling, refusal of late or unidentified work, and humiliation of future students who they feel have behavioral problems or intentionally and how teachers justify this behavior by calling it motivational or a way of teaching them responsibility.

Narvaez, Darcia & Lapsley, Daniel K. (2006) Teaching Moral Character:

Two Strategies for Teacher Education. *Center for Ethical Education*

*University of Notre Dame.* Retrieved from: www.nd.edu/~dnarvaez/documents/NarvaezLapsleyTeacher02.26.07short\_000.doc - 2010-12-16

This article discusses character education and how to train teachers. Two educational strategies mentioned were “minimalist” and “maximalist”.

Siris, K. & Osterman, K. (2004). Interrupting the Cycle of Bullying and

Victimization in the Elementary Classroom. The Phi Delta Kappan, 86(4), 288-291. Retrieved from <http://www.jstor.org/stable/20441763>

Siris and Osterman discuss the experience of a small group of elementary teachers who engaged in action research. The plan was to come up with strategies that can be used in the classroom to decrease the occurrence of bullying and victimization. After observing and analyzing they realized a lot about their students and their needs. They were surprised to see how changes in their practice caused change in the classroom and also with the way their students behaved.

Atlas, R. S. & P. D. J. (1998). Observations of Bullying in the Classroom. The

Journal of Educational Research, 92, 86-99. Retrieved from <http://www.jstor.org/stable/27542195>

The article addresses the nature of bullying and the use of the assessment on the basis of observations of children's interactions in the classroom. This study was based on a systemic-developmental model of bullying and victimization. The results imply that bullying occurs in a peer context in the classroom and is related to the type of classroom activity and individual characteristics of children involved in bullying conflicts.

Farrington, David P. (1993). Understanding and Preventing Bullying.

*Crime and Justice,* V17, 381-458. Retrieved from: <http://www.jstor.org/stable/1147555>

This article defines bullying as an oppressive behavior that is repetitive either psychological or physical. States that boys bully more than girls but are victims equally. Bullies tend to be aggressive, tough, strong, confident, and impulsive. Whereas the victim tends to be anxious, lonely, depressed, unpopular, unwilling to retaliate, etc. It also discusses outcomes of taking preventative measures and they strive at improving social and friendship skills of the victim and empathy of the bully and also to improve adult supervision and “whole school” environments. Results showed in Norway that a nationwide campaign against bullying was successful.